DOCUMENT RESUME

ED 254 833 CS 007 959

TITLE Chapter One in Ohio: Education Consolidation and Improvement Act, 19th Annual Evaluation Report, Fiscal 1984.
INSTITUTION Ohio State Dept. of Education, Columbus.
PUB DATE Apr 85
NOTE 33p.; Photographs may not reproduce well.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Federal Programs; Leadership Responsibility; *Program Content; *Program Effectiveness; Program Evaluation; *Reading Programs; Remedial Instruction; State Programs
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; *Ohio

ABSTRACT

The nineteenth annual summary of activities provided through Chapter 1 of the Education Consolidation and Improvement Act and its Title I predecessor, this report includes statistics for fiscal 1984, participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends. After a brief discussion of the purposes and provisions of Chapter 1, the report (1) explains basic Chapter 1 services offered in Ohio, citing statistics showing one- and five-year statistics indicating that the program helps children become successful learners; and (2) describes special Chapter 1 services provided for the children of migratory agricultural workers and those handicapped, neglected, and delinquent children being educated in state agency schools, again citing statistics indicating the beneficial human impact of these supplemental services provided through federal aid to education. The report concludes with a discussion of the state's leadership role in the program. (FL)

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Chapter One in Ohio

Education Consolidation and Improvement Act
1983 Annual Evaluation Report

Fiscal 1984

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Chapter One in Ohio

Education Consolidation and Improvement Act 19th Annual Evaluation Report

Fiscal 1984

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Chapter One Helps Children

This 19th annual report provides a summary of recent activities provided in Ohio through Chapter 1 of the Education Consolidation and Improvement Act and its predecessor, Title I of the Elementary and Secondary Education Act. Information presented includes statistics for fiscal 1984 (the 1983-84 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Chapter 1 authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Chapter 1 are funded on the premise that areas with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplemental instruction for such students.

Special provisions of Chapter 1 recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provisions of Chapter 1 also recognize the need for supplemental instruction to help handicapped, neglected, and delinquent children who attend school in state-operated facilities.

Pages 2 to 15 explain the basic Chapter 1 services provided by Ohio's public school districts. Statistics for the current year and five-year trends clearly indicate that this program helps children become successful learners.

Pages 16 to 27 describe the special Chapter 1 services provided for the children of migratory agricultural workers and those handicapped, neglected, and delinquent children being educated in state agency schools. Here also the statistics indicate the beneficial human impact of the supplemental services provided through federal aid to education.

Chapter 1 in Ohio is administered by the Ohio Department of Education's Division of Federal Assistance and Division of Special Education. A description of the state's leadership role is on page 28.

Basic Programs

Nearly all school districts in Ohio quality for Chapter 1 funds and, except for a few with small allocations, most participate. In fiscal 1984, a total of 612 of 616 districts operated Chapter 1 programs.

Fiscal Year	Districts Participating	Percent of All Districts
1980	601	98%
1981	602	98
1982	603	98
1983	606	99
1984	612	99

The allocation for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are

- From low-income families, based on census data.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

Grant awards to school districts for basic programs for the last five years total nearly $425,000,000. Note that the grant award increased about 14 percent from fiscal 1983 to fiscal 1984; enough with carryover funds to serve about 11 percent more students.

Fiscal Year	Grant Award
1980	$84,609,916
1981	83,244,360
1982	80,281,200
1983	82,548,584
1984	94,241,680

Chapter 1 is *forward funded*, a term meaning that the money approved for the fiscal year which begins in October is available for use during the school year which begins the next September. Provisions are also made for funds to be carried over and used the following year.

The rationale for forward funding and carryover is to provide school administrators with the flexibility needed to employ staff on a timely basis and to adjust to changes which occur during the school year.

All basic program statistics which follow relate to actual expenditures rather than grant awards.

Five-Year Trends: Chapter 1/Title I Expenditures

Fiscal Year	Current Funds	Carryover Funds	Total Expenditures
1980	$74,675,344	$11,642,053	$86,317,397
1981	77,255,662	15,224,388	92,480,050
1982	73,309,416	9,901,159	83,210,575
1983	73,692,423	8,360,285	82,052,708
1984	83,458,360	13,319,689	96,778,049

Student Participation

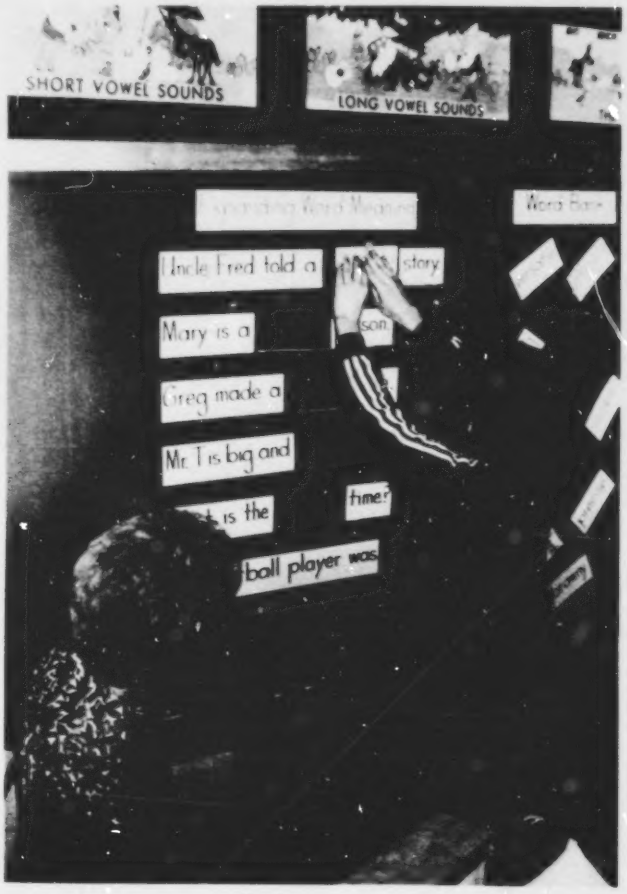
Most Chapter 1 activities in Ohio are conducted during the regular term, and over half are directed toward serving children in grades one through three. The 612 school districts providing Chapter 1 instruction during the regular term served 132,382 students. The 13 districts having summer term instruction served 1,156 students. Of these students, 745 participated both terms.

The grade level with the most participants was grade one with 29,807 students. Grade two ranked second with 24,812. Grades three and four followed with 19,617 and 16,566 respectively.

Very few school districts provide Chapter 1 services at the secondary level. On a combined basis, only 6 percent of all participants in fiscal 1984 were in grades seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, it indicates that priorities have been established in line with local needs assessment and current levels of funding.

1984 Chapter 1 Students

Grade Ranges	Regular Term		Summer Term		Either or Both Terms	
	Participants	Percent	Participants	Percent	Participants	Percent
Prekindergarten	2,947	2%			2,947	2%
Kindergarten	7,900	6	10	1%	7,910	6
Grades 1-3	74,178	56	320	28	74,236	56
Grades 4-6	40,096	30	318	27	40,167	30
Grades 7-9	6,168	5	346	30	6,372	5
Grades 10-12	1,093	1	162	14	1,161	1
Totals	**132,382**	**100%**	**1,156**	**100%**	**132,793**	**100%**



On the average, nearly 134,000 children were in Chapter 1 or Title I classes during each of the last five years. Regular term students are usually provided over 30 minutes of extra daily instruction for 33 or 34 weeks. Summer term students typically study under teacher guidance for over an hour a day for six to nine weeks.

Note that the trend is to serve students during the regular term only, rather than during both terms or the summer only.

Five-Year Trends: Chapter 1/Title I Students

Fiscal Year	Regular Term Only	Summer Term Only	Both Terms	Total
1980	142,562	1,901	1,692	146,155
1981	143,075	873	681	144,629
1982	125,986	552	388	126,926
1983	119,211	395	429	120,035
1984	131,637	411	745	132,793

Private school students who meet the selection criteria and who reside in qualified attendance areas are included in the planning for basic Chapter 1 programs and are provided with appropriate services. In fiscal 1984, a total of 5,832 private school students received Chapter 1 instruction.

1984 Private School Students		
Grade Ranges	**Participants**	**Percent**
Kind.-grade 3	2,257	39%
Grades 4-6	2,623	45
Grades 7-12	952	16
Totals	**5,832**	**100%**

During each of the past five years, an average of over 6,100 private school students participated.

Five-Year Trends: Private School Students	
Fiscal Year	**Participants**
1980	6,412
1981	6,866
1982	6,163
1983	5,517
1984	5,832

Local school districts receive extra Chapter 1 funds to help students who reside in homes for neglected or delinquent children. In fiscal 1984, a total of 3,060 such students were served. Of these, 268 participated both terms.

1984 Neglected or Delinquent Students				
Grade Ranges	**Regular Term**		**Summer Term**	
	Participants	**Percent**	**Participants**	**Percent**
Kind.-grade 3	212	8%	78	13%
Grades 4-6	403	15	84	14
Grades 7-12	2,117	77	434	73
Totals	**2,732**	**100%**	**596**	**100%**

The trend in delivery of Chapter 1 services for neglected or delinquent students is moving from summer only to regular term or both. In fiscal 1984, over 89 percent of the students participated during the regular term, and 9 percent received extra help both terms.

Five-Year Trends: Neglected or Delinquent Students			
Fiscal Year	**Regular Term**	**Summer Term**	**Either or Both Terms**
1980	2,242	742	2,666
1981	2,024	583	2,396
1982	2,346	545	2,615
1983	2,629	669	2,964
1984	2,732	596	3,060

Instructional Areas

Instruction in reading is almost always identified as the most crucial area of need. First priority for participation is given to children most in need of additional help. In fiscal 1984, participants were students who scored at or below the 36th percentile on a standardized achievement test. A total of 119,533 students received reading services in the regular term and 895 in the summer term.

The usual procedure is for groups of about five students to leave their regular classroom for 30 to 35 minutes a day and meet with a Chapter 1 teacher in a separate room. Instruction is geared to a level where each child can be successful.

Math instruction, the second-ranked area of need, is usually conducted in a small group setting similar to that for reading. A total of 16,168 students participated during the regular 1983-84 school year and 558 in the summer.

In a few instances, the district determines a need for prekindergarten for children under five. As noted, 2,946 youngsters were involved during the 1983-84 regular term.

Percentages of participants in each instructional area provide a perspective beyond that of numbers. Ninety percent of the 132,382 regular term participants received reading instruction. During the summer term, 77 percent of the 1,156 participants were in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 12 percent were involved in the regular term while 48 percent received mathematics instruction in the summer.

Through the years, the extra instruction provided by Chapter 1 and Title I has emphasized improvement of basic reading and mathematics skills. Percentages of all participants involved in these and other instructional areas reflect this trend.

1984 Chapter 1 Instructional Areas	Regular Term		Summer Term	
	Participants in Area	Percent of All 132,382 Participants	Participants in Area	Percent of All 1,156 Participants
Reading	119,533	90%	895	77%
Mathematics	16,168	12	558	48
Prekindergarten	2,946	2		
Tutorial*	1,840	1	179	15

*In subject areas other than reading and math, mostly for neglected and delinquent youth.

Five-Year Trends: Participation by Instructional Areas

Instructional Areas	Percent of All Regular Term Participants					Percent of All Summer Term Participants				
	1980	1981	1982	1983	1984	1980	1981	1982	1983	1984
Reading	89%	88%	88%	89%	90%	80%	73%	77%	76%	77%
Mathematics	10	11	9	9	12	54	48	60	65	48
Prekindergarten	3	3	3	2	2					
Other*		1	1	1	1	3	8	19	7	15

*Mostly tutorial services for neglected and delinquent children residing in institutions.

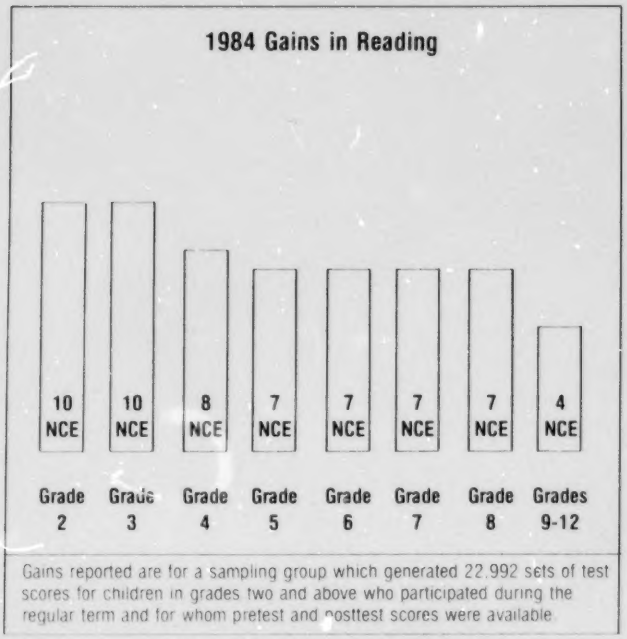
Impact of Reading Instruction

To evaluate the effectiveness and impact of Chapter 1 reading instruction, each local school uses standardized tests to check students' skills in the fall and again in the spring. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting measures academic gains which can be attributed to extra instruction provided by Chapter 1. To interpret the data, the reader should understand the following:

- This evaluation model is designed for students in grades two and above. Younger children are tested near the dates instruction begins and ends, but NCE gains below grade two are not included in this report.
- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- With only regular classroom instruction, children are expected to maintain their own position relative to other children in the class—that is, make no NCE gains.
- With the extra Chapter 1 instruction, children are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant. As the graph below indicates, second and third graders in Ohio who received Chapter 1 reading instruction in 1984 were 3 units above this rate. These gains are especially significant since 34 percent of all participants were enrolled at these grade levels. Average gain for all students in grades 2-12 was 9 NCEs.

This extra instruction annually helps over 100,000 youngsters in Ohio improve their basic reading skills.



Gains reported are for a sampling group which generated 22,992 sets of test scores for children in grades two and above who participated during the regular term and for whom pretest and posttest scores were available.

Stated another way, about nine of ten participants make gains in reading.

During the past five years, average gains in reading have consistently been at or above the 7 NCEs considered significant. These gains are especially impressive in light of Ohio's policy of limiting participation to children who scored at or below the 33rd percentile on a standardized test in 1982 and earlier and at or below the 36th percentile since 1983.

Five-Year Trends: Gains in Reading

Fiscal Year	Average NCE Gain by Grade Level						Average for Grades 2-12
	2	3	4	5	6	7-12	
1980	15	11	9	9	9	8	11
1981	12	10	8	8	7	3	10
1982	10	8	7	8	8	-	9
1983	13	10	7	7	7	6	10
1984	10	10	8	7	7	6	9

Impact of Mathematics Instruction

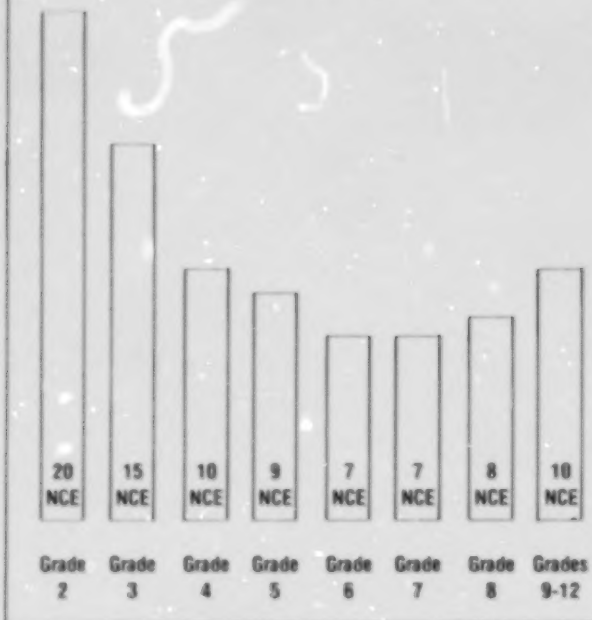
Results on standardized tests are also used to evaluate the effectiveness of Chapter 1 mathematics instruction. The system for reporting is the same as that used for reading.

As 1984 gains in mathematics are studied, keep in mind that there were only 16,168 regular term participants in this area compared with 119,533 in reading.

Note that the average NCE gains of second and third graders were more than double the number (7) considered significant. The average gain for all students in grades 2-12 combined was 10 NCEs.

During the past five years, about one of every ten participants received extra math instruction. Gains tend to run higher than those for reading. Also, because of the small numbers of students involved in mathematics, gains tend to fluctuate more than in reading.

1984 Gains in Mathematics



Gains reported are for a sampling group which generated 5,225 sets of test scores for children in grades two and above who participated during the regular term, and for whom pretest and posttest scores were available

Five-Year Trends: Gains in Mathematics

Fiscal Year	Average NCE Gain by Grade Level						Average for Grades 2-12
	2	3	4	5	6	7-12	
1980	15	15	16	14	14	11	15
1981	19	15	6	11	7	15	10
1982	16	8	6	7	7	7	8
1983	20	21	16	13	13	9	16
1984	20	15	10	9	7	8	10

Expenditure Patterns

People trying to understand the size and scope of Chapter 1 want to know when and how the money is spent.

In Ohio, nearly all expenditures are made during the regular school year. Less than two-tenths of one percent is used during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is obvious. Expenditures during the summer term are more diversified with noticeable percentage increases in mathematics and in tutorial services, primarily for neglected and delinquent children who reside in institutions.

1984 Chapter 1 Instructional Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Reading	$82,062,848	85%	$166,067	72%	$82,228,915	85%
Mathematics	9,339,432	10	50,838	22	9,390,270	10
Prekindergarten	3,321,434	3			3,321,434	3
Tutorial services	1,125,903	1	13,087	6	1,138,990	1
Noninstructional services	698,440	1			698,440	1
Totals	**$96,548,057**	**100%**	**$229,992**	**100%**	**$96,778,049**	**100%**

The trend in Ohio, not only for the last five years but for the previous fourteen, has been to concentrate expenditures on the improvement of reading skills. Secondary emphasis has consistently been on the improvement of math skills. The only other area with significant expenditures is prekindergarten.

Five-Year Trends: Expenditures by Instructional Areas					
Instructional Areas	1980	1981	1982	1983	1984
Reading	85%	83%	85%	86%	85%
Mathematics	10	10	10	9	10
Prekindergarten	5	5	4	4	3
Other*		2	1	1	2

*Tutorial and noninstructional services

1984 Chapter 1 Function Areas	Regular Term		Summer Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent	Expenditures	Percent
Salaries and fringe benefits	$91,474,930	95%	$207,580	90%	$91,682,510	95%
Instructional materials, supplies, and equipment	3,097,841	3	16,190	7	3,114,031	3
Supportive services	1,975,286	2	6,222	3	1,981,508	2
Totals	**$96,548,057**	**100%**	**$229,992**	**100%**	**$96,778,049**	**100%**

Expenditures can also be categorized by their use for salaries, fringe benefits, instructional materials, supplies, equipment, and supportive services. As indicated here and on the following page, most of the money is used to employ teachers and aides who work directly with children. In contrast, less than one percent is used for equipment.

Five-Year Trends: Expenditures by Function Areas					
Function Areas	1980	1981	1982	1983	1984
Salaries and fringe benefits	92%	93%	95%	95%	95%
Instructional materials, supplies, and equipment	4	3	2	3	3
Supportive services	4	4	3	2	2

Another way to look at Chapter 1 expenditures is by average cost per student receiving extra instruction during the regular term, summer term, or both.

In fiscal 1984, the 132,382 children in regular term activities were served at an average cost of $729 each or about $4.05 a day. In a typical seven-week summer session, the average cost for each of 1,156 students was $199 or about $5.69 a day.

Average Participant Expenditures			
Fiscal Year	Regular Term	Summer Term	Both Terms
1980	$595	$132	$727
1981	642	116	758
1982	657	128	785
1983	685	150	835
1984	729	199	928

Staff Positions

Ninety-five percent of all Chapter 1 expenditures in 1984 were for salaries and related costs. Who received these salaries and what services did they provide to students? An overview of staff positions provides a general answer.

A total of 3,417 teachers, some of whom worked as tutors, were employed during the regular term and 87 worked during the summer. The average regular term teacher met with seven groups of four or five children daily. In the summer, the typical teacher met with two or three groups of six to eight children.

1984 Chapter 1 Staff Positions	Regular Term			Summer Term		
	Full-Time	Part-Time	Full-Time Equivalent	Full-Time	Part-Time	Full-Time Equivalent
Teachers/tutors	2,628	789	3,004	74	13	79
Teachers aides	521	174	601	24	2	24
Coordinators, supervisors, directors	46	297	108	3	5	6
Secretaries	35	183	86	3	4	5
Other supportive	39	194	61	17	3	18
Totals	**3,269**	**1,637**	**3,860**	**121**	**27**	**132**

Chapter 1 teachers are sometimes assisted by aides. In 1984, a total of 695 aides assisted Chapter 1 teachers during the regular term. In the summer, 26 aides were employed.

During the regular term, 93 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer, 78 percent of the positions were filled by teachers, tutors, and aides.

The overall effectiveness of Chapter 1 depends on concentrated, direct instruction of children. Between 1980-1984, the average regular term teacher met with 39 to 44 children per day with five or six per class. During the summer, when morning only sessions are typical, the average teacher met with 12 to 19 children per day with seven to nine per class.

Five-Year Trends: Chapter 1/Title I Staff Positions

Staff Positions	Regular Term					Summer Term				
	1980	1981	1982	1983	1984	1980	1981	1982	1983	1984
Teachers/tutors (full-time equivalent)	3,679	3,382	3,016	2,708	3,004	274	125	58	43	79
Participants	144,254	143,756	126,374	119,640	132,382	3,593	1,554	940	824	1,156
Average pupil-teacher per day ratio	39-1	43-1	42-1	44-1	44-1	13-1	12-1	16-1	19-1	15-1
Average pupil-teacher class size ratio (reading and math)	5-1	5-1	6-1	5-1	5-1	7-1	8-1	9-1	7-1	8-1

Inservice Education

The teachers, aides, and others who are responsible for helping Chapter 1 participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Chapter 1 teachers have masters degrees and numerous years of successful teaching experience, inservice education is considered an important Chapter 1 activity.

In 1984 a total of $317,310 was used to provide inservice education for 3,531 of the persons who held Chapter 1 staff positions. An additional 1,056 other staff members who worked with Chapter 1 participants also had the opportunity to improve their skills and understanding through these inservice activities.

In some instances, inservice is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive inservice education.

1984 Inservice Participants	Chapter 1 Staff	Other Staff
Teachers	2,611	499
Teacher aides	597	116
School administrators	220	199
Curriculum specialists	19	24
Others	84	218
Totals	**3,531**	**1,056**

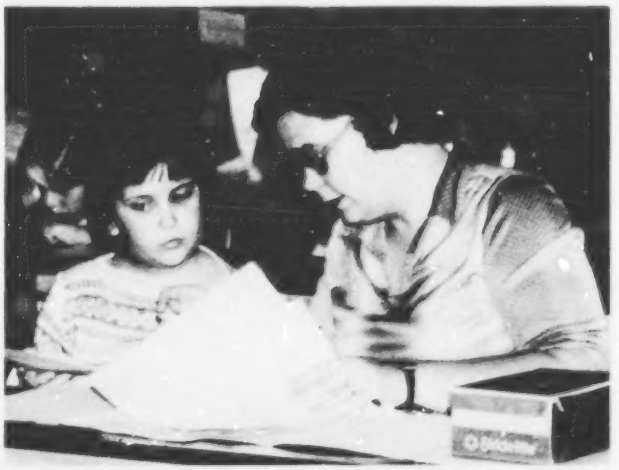
Parent Involvement

The major goal of all parent involvement related to Chapter 1 is improved student achievement. As would be expected, types of involvement are varied. A very important type, parent advisory council membership, is discussed separately on the following page.

Parents of all Chapter 1 participants are also encouraged to meet with Chapter 1 teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

1984 Types of Involvement	Parents*
Individual conferences with Chapter 1 staff members	93,357
Classroom visits by parents	43,541
Group meetings (in addition to council meetings)	25,461
Home visits by Chapter 1 staff members	9,568

*An estimated total of 81,379 parents of Chapter 1 students were involved one or more times in the listed activities.



Many parents visit their child's Chapter 1 class; help make instructional games for use at school or at home; attend meetings with guest speakers; or help out as volunteer tutors, storytellers, or monitors.

Teachers in some districts visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

In fiscal 1984, over 81,000 parents of Chapter 1 students were involved in one or more of the types of activities described on this page and the next. By comparison, less than 69,000 parents were involved in 1983 and about 72,000 in 1982. Note that the increase of parent involvement in 1984 is reflected in all four areas listed below.

Five-Year Trends: Types of Parent Involvement				
Fiscal Year	Individual Conferences	Classroom Visits	Group Meetings	Home Visits
1980	94,018	33,808	28,948	14,798
1981	91,239	33,739	24,900	14,715
1982	87,963	29,394	21,165	9,840
1983	80,702	25,804	20,722	8,313
1984	93,357	43,541	25,461	9,568

Parent Advisory Councils

Chapter 1 regulations require school districts to convene an annual public meeting for the purpose of explaining activities and programs to the parents of eligible children. Districts may provide reasonable support for additional parent activities.

Chapter 1 legislation dropped the restrictive requirements of its predecessor, Title I, for formal school and district councils. However, many districts in Ohio continued school councils as locally designed organizations. District councils were kept in many districts, but without rigid requirements. Thus, members and school administrators were able to modify their procedures to suit local needs better.

Involvement of parents in an advisory role significantly increased the effectiveness of Chapter 1. Typical activities of school council members included working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers.

At the district level, council members were likely to discuss and recommend ways to improve the district's Chapter 1 activities as they relate to the needs of children, help arrange one or more districtwide or countywide meetings for parents of all Chapter 1 participants, or assist with exchanges of information through newsletters or tours of several Chapter 1 classrooms.

1984 Council Membership	School Councils	District Councils
Parents of public school participants	9,541	3,363
Parents of private school participants	498	188
Parents of eligible but unserved children	341	163
Community representatives, other interested persons	419	290
Totals	**10,799**	**4,004**

During fiscal 1984, a total of 2,587 advisory council meetings were held at the school level. Another 795 meetings were held at the district level, where membership totaled 4,004. In addition to local school and district meetings, council members were encouraged to organize and attend county or multidistrict meetings.

As expected, in the absence of a mandate, membership on parent advisory councils is declining. Although the number of persons who officially serve as council members is less, the total number of parents involved in Chapter 1 activities was higher in fiscal 1984 than in the previous two years. (See the preceding page for details.)

Reasons for the increase include dedicated efforts by Chapter 1 teachers and school principals to reach parents and convince them of the importance of parent involvement in relation to children's academic achievements.

Five-Year Trends: Council Membership		
Fiscal Year	School Councils	District Councils
1980	25,217	9,144
1981	26,177	8,172
1982	26,238	7,528
1983	30,118	4,469
1984	10,799	4,004

Chapter 1 helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicate that thousands of children are helped each year.

The following list provides supportive evidence and a summary of Chapter 1 operations during fiscal 1984 (the 1983-84 school year and the summer which followed).

- Of Ohio's 616 school districts, 612 or 99 percent conducted Chapter 1 programs.
- Local school districts spent $96,778,049 of Chapter 1 funds, plus $11,912,640 of other funds, to provide this extra instruction for 132,793 educationally disadvantaged children.
- Most Chapter 1 activities were in the regular school term, during which over 99 percent of the participants received instruction and nearly all expenditures were made.
- Ninety-four percent of the students receiving Chapter 1 instruction were in grade six or below. The greatest concentration of pupils, 56 percent, was in grades one through three.
- Highest priority for Chapter 1 services is given to reading. Ninety percent of all regular term participants and 77 percent of all summer term participants received instruction in this area.
- Chapter 1 participants are making significant achievement gains. Students in grades 2-12 receiving extra instruction in reading gained an average of 9 NCEs (the normal curve equivalent unit of measure especially designed to measure Chapter 1 progress). Students receiving mathematics instruction gained an average of 10 NCEs. (A gain of 7 or above is considered significant.)
- Eighty-five percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and prekindergarten, with ten and three percent respectively.
- Ninety-five percent of all expenditures for the year were for staff salaries and related fringe benefits.
- School districts hired 3,004 teachers or certified tutors, on a full-time equivalent basis, to instruct Chapter 1 participants during the regular term. During the summer term, districts hired 79 teachers or tutors on a full-time equivalent basis.
- Parent advisory councils, even though they were no longer required by law, were an integral part of Chapter 1. A total of 4,004 parents served on district councils and 10,799 were on building councils.

Summary of Successes

Several reasons for the success of Chapter 1 and its predecessor Title I are apparent:

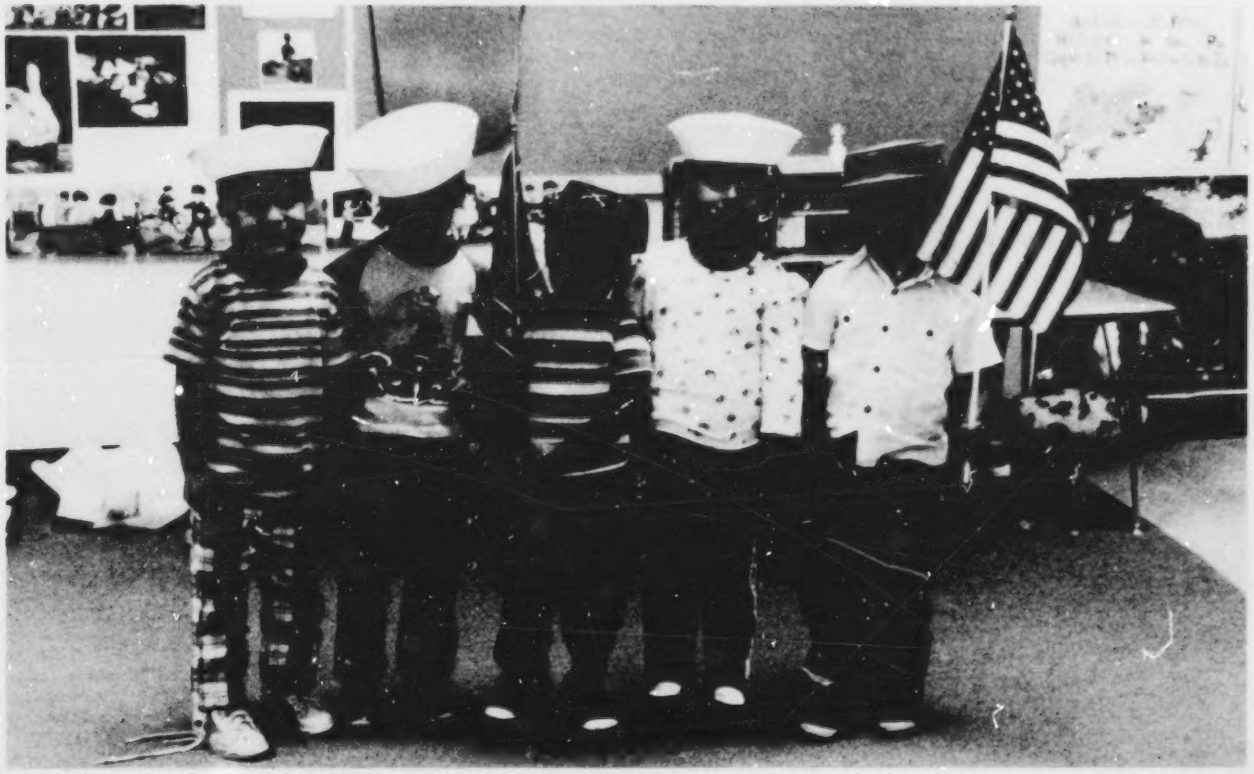
- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on improvement of basic reading and math skills.
- Coordination with classroom instruction.
- Reliance on school principals as instructional leaders.
- Support by local boards of education with additional funds for Chapter 1/Title I purposes.
- Meaningful involvement of parents in advisory roles.

This program is working in Ohio, but much more must be done if the instructional needs of eligible children are to be met in the future. The following courses of action by school administrators are recommended:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Chapter 1 instructional activities.
- Urge teachers to continue developing personalized instructional plans for each child in a Chapter 1 class.
- Seek ways to motivate more children to improve their reading skills.
- Continue to involve parents in meaningful advisory roles.
- Convince legislators and the public through effective publications, audiovisual presentations, and speaking engagements that Chapter 1 helps children.

Concerned parents, educators, and other community leaders must also convince the President, members of Congress, and other government officials that

- Chapter 1 helps thousands of children annually to improve their reading and math skills and to be successful in school.
- Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- Children who aren't helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future and cost more in tax dollars instead of less.
- Local school districts and states cannot solve educational problems alone. *Federal aid for areas of special need is essential.*



Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are currently funded through special provisions in Chapter 1 of the Education Consolidation and Improvement Act.

Annual grant awards to the state are based on a count of school-age children and the number of days they are in Ohio. Recruiters locate families as they move from state to state and community to community, register the children and have information about them sent to the national Migrant Student Record Transfer System, and tell parents about the educational services provided through Chapter 1.

The table below reports the grant awards for the past five years.

Fiscal Year	Grant Award
1980	$1,712,154
1981	1,712,154
1982	1,712,154
1983	1,455,331
1984	1,338,887

Three crops (pickles, tomatoes, and sugar beets) and truck farming attract workers and their families to Ohio. School districts, primarily in northwestern and western parts of the state, which anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Allocations and budgets are based on the number of students expected and the services to be provided. If enrollments run higher or lower, adjustments are made.

The number of students who enroll each year fluctuates with labor demands and weather conditions.

Districts and Chapter 1/Title I Participants		
Fiscal Year	Districts	Participants
1980	29	3,203
1981	26	2,860
1982	26	3,240
1983	27	3,190
1984	27	2,944

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during the months of July and August. Many families stay until the first frost in late September or early October. Seasonal enrollment for the last five years illustrates these trends.

Enrollment by Seasons of the Year					
Seasons	1980	1981	1982	1983	1984
Spring	133	128	73	119	118
Summer	2,382	1,905	2,017	2,059	1,972
Fall	1,622	1,429	1,257	1,785	1,550

Over 60 percent of the migrant youngsters receiving Chapter 1 instruction are usually enrolled in grades one through six. About 20 percent are typically in preschool or kindergarten. The remainder are in grades seven through twelve.

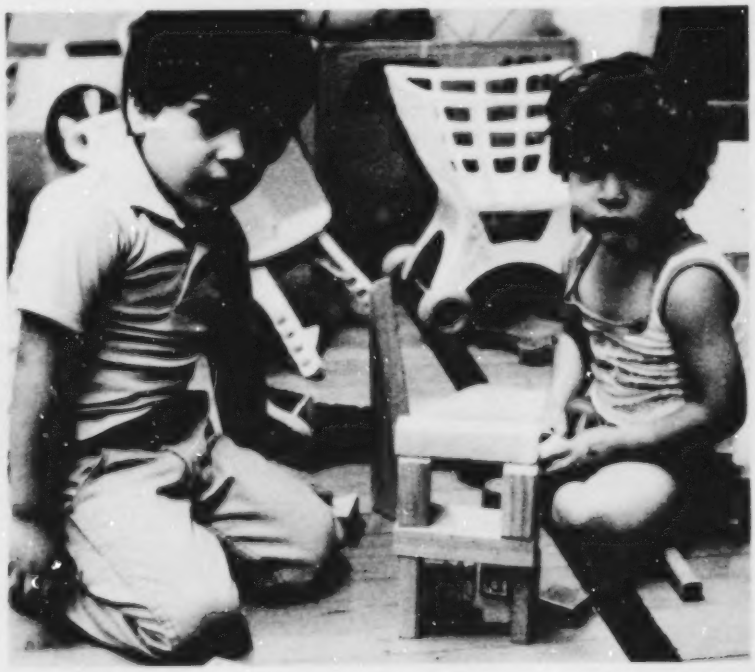
Chapter 1/Title I Enrollment by Grade Ranges				
Fiscal Year	PreK-K	1-3	4-6	7-12
1980	23%	36%	25%	16%
1981	19	35	27	19
1982	23	34	24	19
1983	20	34	30	16
1984	22	33	28	17

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children are predominately Spanish speaking. Improvement of reading and math skills is also emphasized. The typical student often receives instruction in more than one subject area, especially during the spring and summer.

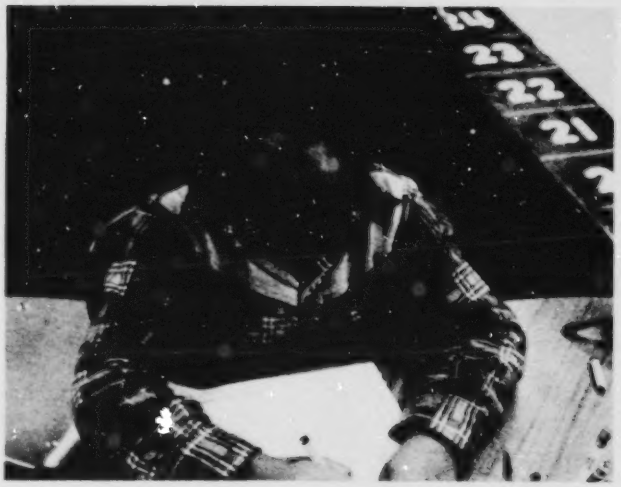
At the secondary level during the spring and fall, migrant students have the same course choices as local students. Chapter 1 migrant funds are used primarily to provide teachers for tutoring, as needed. During the summer, both academic and vocational subjects are offered. Several school districts schedule summer evening classes so that older students can both work and attend school.

Elementary Instructional Areas			
Subject Areas	Percent of 1984 Enrollment		
	Spring	Summer	Fall
Tutoring/pullout classes	100%		100%
Oral Language		84%	
Reading		72	
Mathematics		74	

Secondary Instructional Areas			
Subject Areas	Percent of 1984 Enrollment		
	Spring	Summer	Fall
Tutoring/pullout classes	100%		100%
English/ESL		52%	
Mathematics		47	
Other subjects		22	



About 84 percent of the funds for migrant education are typically used for staff salaries and fringe benefits. Because of the nature of migrant education, supportive services are necessary. During the summer months, pupil transportation, food, and health services are provided. Other supportive services include student recruitment and transmission of health and educational information to the Migrant Student Record Transfer System.



Expenditures by Function Areas

Function Areas	1980	1981	1982	1983	1984
Salaries, fringe benefits	84%	83%	83%	84%	85%
Instructional materials, supplies, equipment	4	2	3	3	3
Supportive services	12	15	14	13	12

Parent involvement is required by law. Types of involvement include conferences with teachers, attendance at open house events, recruitment assistance, and school advisory council membership.

Parent Involvement

Types of Involvement	Term	1980	1981	1982	1983	1984
Individual conference	Spring	4		4	5	7
	Summer	172	147	223	250	99
	Fall	138	149	123	129	254
Open house attendance	Summer	1,018	965	746	673	1,001
	Fall	80	55	67	88	40
Recruitment assistance	Spring	14	10		6	2
	Summer	40	103	110	57	44
	Fall	22	20	5	32	43
Advisory council membership	Spring	13	7	2		3
	Summer	138	155	135	63	85
	Fall	103	96	23	15	86

Chapter 1 for Migrant Children: Summary of Successes

Fiscal 1984 highlights and successes of migrant education in Ohio include the following:

- About 90 percent of the 2,944 participants were interstate travelers, most with home base addresses in Texas or Florida. The parents of about 10 percent were former migrants who have permanently settled in Ohio within the last five years. Less than one percent were from families who traveled within the state to obtain agricultural employment.
- During the summer months when regular schools were not in session, districts operated special migrant schools. In the spring and fall, both elementary and secondary migrant children spent most of the day in regular classrooms. Those who needed extra assistance were "pulled out" for supplemental instruction which was tutorial in nature.
- Emphasis was on instruction which helps younger students improve their basic skills in oral language, reading, and mathematics. The subjects most frequently studied by older students were English, mathematics, science, and social studies.
- Eight districts enrolling over 125 migrant students during the summer were Elmwood, Findlay, Fremont, Genoa, Lakota, Old Fort, Pike-Delta-York, and Woodmore. Five districts—Eastwood, Fremont, Napoleon, Old Fort, and Woodmore—served 100 or more students in the fall.
- Two districts provided year-round programs, with 34 students enrolled in Fremont and 42 in Toledo.
- Each of 71 high school students earned one-half unit of credit or more which was transferred to a high school in Texas or Florida, or wherever the student plans to graduate. Information about hours of instruction was transferred for all high school students.
- The migrant education center at Fremont provided consultant services, developed instructional and recruitment materials, and distributed media resources.
- Additional materials were made available to migrant students, thanks in large measure to 546 instructional kits donated by *National Geographics*. Distribution was through the migrant education center.
- State-sponsored workshops were held for various groups including administrators, teachers, transfer record clerks, recruiters, and nurses. The most comprehensive inservice effort was a one-week English-as-a-second language workshop for teachers.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive information about migrant children living in Ohio.

Special Programs for Handicapped Children

Another of the three special sections of Chapter 1 provides supplementary funds to meet important educational needs of handicapped children in state-operated and state-supported schools. In Ohio, during each of the past five years, an average of 5,300 children have been helped through this source of federal aid to education.

Grant awards are based on annual child count data and reflect declining enrollments in state-operated schools. Funding levels during the past five years have been sufficient for school officials to provide concentrated services for the children selected for Chapter 1 participation.

Programs, Participants, and Funds

Fiscal Year	Programs	Participants	Grant Awards
1980	102	6,731	$7,331,154
1981	99	5,885	6,993,862
1982	104	4,766	7,019,155
1983	109	5,128	6,825,058
1984	112	4,310	5,503,181

In fiscal 1984, the Ohio Department of Mental Retardation and Developmental Disabilities provided Chapter 1 services to 3,695 youngsters. Participants were enrolled in two types of special-purpose schools:

- Eighty-seven schools for mentally retarded and developmentally disabled children. (These schools are operated by county boards of mental retardation and developmental disabilities under the auspices of the state agency.)
- Ten schools for mentally retarded and developmentally disabled children residing in state developmental centers.

The Ohio Department of Mental Health provided Chapter 1 services in 13 schools within psychiatric hospitals. A total of 333 emotionally disturbed students benefited.

The Ohio Department of Education operates two residential schools for handicapped children—the Ohio State School for the Blind and the Ohio School for the Deaf. In fiscal 1984, these schools provided Chapter 1 services to a total of 282 students.

Eighty-four percent of the handicapped children in Ohio who received Chapter 1 services were enrolled in county-operated schools. The others attended school on the premises of the state facility where they permanently or temporarily lived.

Chapter 1/Title I Participants by Type of School

Type of School	1980	1981	1982	1983	1984
County Boards of Mental Retardation and Developmental Disabilities	5,637	5,072	4,133	4,336	3,622
Mental Retardation and Developmental Disabilities Centers	431	269	144	133	73
Mental Health Hospitals and Centers	282	236	272	369	333
Ohio School for the Deaf	249	187	175	174	166
Ohio State School for the Blind	132	121	72	116	116
Totals	**6,731**	**5,885**	**4,766**	**5,128**	**4,310**

Special Chapter 1 funds for handicapped children are used to provide educational services that supplement those provided by state and other federal funds. An assessment of instructional needs frequently leads to a provision of services for children who are under or above the traditional school ages of six through seventeen. Information about age ranges has not been reported consistently in the last five years, but the data indicate that over half the children served are age 12 or under.

Fiscal Year	Chapter 1/Title I Participants by Age Ranges		
1980	26% Age 5 or under	59% Ages 6-17	15% Ages 18-21
1981	27% Age 5 or under	56% Ages 6-17	17% Ages 18-21
1982	29% Age 5 or under	28% Ages 6-12	43% Ages 13-21
1983	29% Age 5 or under	26% Ages 6-12	45% Ages 13-21
1984	29% Age 5 or under	23% Ages 6-12	48% Ages 13-21

Ninety-seven percent of all funds made available in fiscal 1984 through state agency provisions of Chapter 1 for handicapped children were used for instructional salaries, fringe benefits, or contracted personal services.

Expenditures by Function Areas

Function Areas	1980	1981	1982	1983	1984
Salaries, fringe benefits, contracted personal services	99%	98%	98%	98%	97%
Instructional materials, supplies, equipment, supportive services	1	1	1	1	2
Administration	*	1	1	1	1

*Estimated 1-1.5%, mostly in salaries for 1980

Instructional activities and services for handicapped children are quite diversified. The types of teachers, specialists, and aides employed and the numbers of children they serve indicate instructional priorities.

Staff and Children by Instructional Areas

Instructional Areas (Rank Order by Numbers of Children Served)	Chapter 1 Staff (Full-Time Equivalent)		Children Served			
	Teachers/ Specialists	Aides	Ages 0-5	Ages 6-12	Ages 13-20	Totals
Language development	15	7	314	191	316	821
Multihandicapped	48	77	118	205	212	535
Physical development	6	3	122	131	230	483
Prevocational training	9	9		39	438	477
Preschool/early childhood	22	32	353	9		362
Developmental	35	40	72	130	128	330
Occupational therapy	5	2	173	82	74	329
Physical therapy	3	3	199	78	40	317
Infant stimulation	18	11	305			305
Speech/hearing therapy	2		81	67	109	257
Behavior management	8	11	34	68	115	217
Supportive home services	5		95	14	14	123
Reading skills	1			25	72	97
Math skills	1			31	37	68

A way to look at the trend in program priorities is by the percent of all Chapter 1 participants served in each instructional area. Declines in percentages tend to reflect the availability of other funding sources.

Three-Year Trends: Program Priorities by Percent of Children Served

Instructional Areas	1982	1983	1984
Language development	18%	21%	19%
Multihandicapped	11	10	12
Physical development	15	14	11
Prevocational training	15	7	11
Preschool/early childhood	13	10	8
Developmental	8	9	8
Occupational therapy	17	14	8
Physical therapy	12	8	7
Infant stimulation	4	6	7
Speech/hearing therapy	9	6	6
Behavior management	2	3	5
Supportive home services	3	2	3
Reading skills	4	2	2
Math skills	3	1	2
Children served in one or more areas	4,766	5,128	4,310

Another way to look at the impact of Chapter 1 funding on handicapped children is through the services provided within each of the types of schools.

The schools operated by county boards served the most children and, as would be expected, their Chapter 1 services were the most diversified. Developmental, multihandicapped, and preschool classes were typical priorities in fiscal 1984.

State institutions for the mentally retarded and developmentally disabled frequently used Chapter 1 funds to employ additional teachers and aides for developmental and prevocational classes.

At the schools for hospitalized emotionally disturbed children, Chapter 1 instruction was directed toward improvement of reading and math skills and toward prevocational and career awareness orientation.

Students at the Ohio School for the Deaf were provided work-study classes and occupational therapy.

Chapter 1 at the Ohio State School for the Blind included mobility training and improvement of daily living skills.

Because of the severity of handicaps and diversity of Chapter 1 services, statistics compiled at the state level must be generalized. As the table below indicates, from 79 to 88 percent of the students in all age ranges successfully achieved over one-half of their short-term objectives in fiscal 1984.

1984 Student Progress With Short-Term Objectives

Degree of Improvement	Ages 0-5	Ages 6-12	Ages 13-21	Totals
Marked improvement (80-100% achieved)	52%	34%	33%	40%
Improvement (50-79% achieved)	36	46	46	42
Little or no improvement (49% or less achieved)	12	20	21	18

Three-year trends in student progress provide another indicator of the success of Chapter 1 services for the handicapped.

Three-Year Trends: Student Progress With Short-Term Objectives

Degree of Improvement	1982	1983	1984
Marked improvement (80-100% achieved)	38%	39%	40%
Improvement (50-79% achieved)	43	40	42
Little or no improvement (49% or less achieved)	19	21	18

Chapter 1 for Handicapped: Summary of Successes

Students with severe handicaps are successfully achieving realistic short-term objectives. Teachers and other evaluators, using both subjective and objective criteria, report that fiscal 1984 Chapter 1 funds helped eight of every ten students reach over half of the objectives set for them.

Typical achievements were such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with teachers and parents.

Parents are involved in decisions related to placement of the child and types of instructional services to be provided. In some instances, home trainers or teachers help parents learn ways to cope with the child's deficiencies and to reinforce skills learned at school.

Chapter 1 funds are also used to provide workshops and other types of inservice training designed to increase teacher and parent effectiveness under very challenging circumstances. In fiscal 1984, for example, the Ohio Department of Mental Retardation and Developmental Disabilities conducted ten regional workshops on serving the multihandicapped and developing curricula for Chapter 1 classes.

In summary, severely handicapped children have a right to appropriate educational services, and Chapter 1 is one piece of legislation which addresses this need.

Special Programs for Neglected and Delinquent Children

Separate provisions of Chapter 1 also provide funds for improved educational opportunities for neglected and delinquent children who attend state agency schools. The Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home receive funds and conduct Chapter 1 programs.

During fiscal 1984, the Ohio Department of Youth Services used Chapter 1 funds to help 1,050 delinquent youngsters in nine schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included language development.

The Ohio Department of Rehabilitation and Corrections provided supplemental reading and math instruction to 626 sixteen-year through twenty-year olds serving terms at Southeastern Ohio Training Center, Lebanon Correctional Institution, Mansfield Reformatory, and the Ohio Reformatory for Women at Marysville.

The Ohio Veterans' Children's Home in Xenia provided 157 residents with extra reading and math instruction. Supportive activities included psychiatric services, tutorial assistance, and language development.

During each of the last five years, over one million dollars has been used to provide supplemental instruction to an average of 1,643 neglected and delinquent children, nearly all of whom were wards of the state or the courts.

Programs, Participants, and Funds

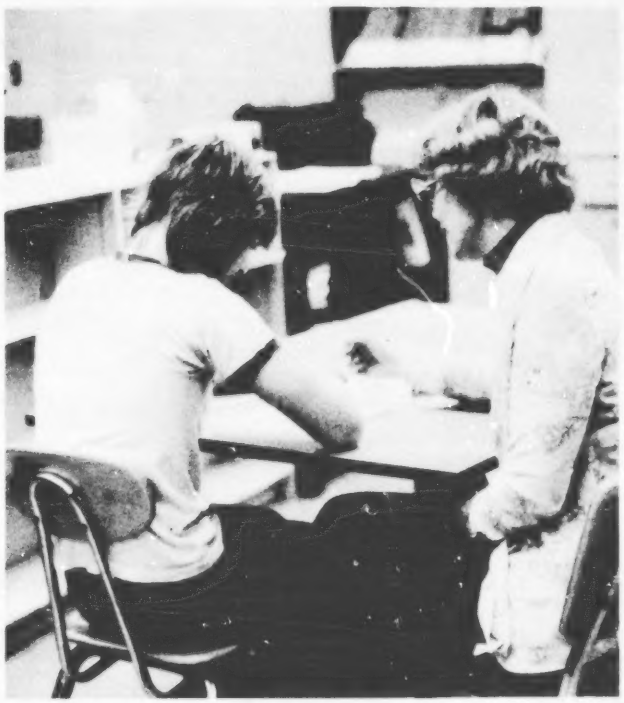
Fiscal Year	Programs	Participants	Grant Award
1980	13	1,369	$1,370,301
1981	13	1,340	1,224,522
1982	13	1,873	1,226,168
1983	13	1,802	1,006,212
1984	14	1,833	1,527,485

Participation and Instructional Patterns

The number of participants served each year tends to vary in line with the number of children committed to agency care.

Chapter 1/Title I Participants by State Agency

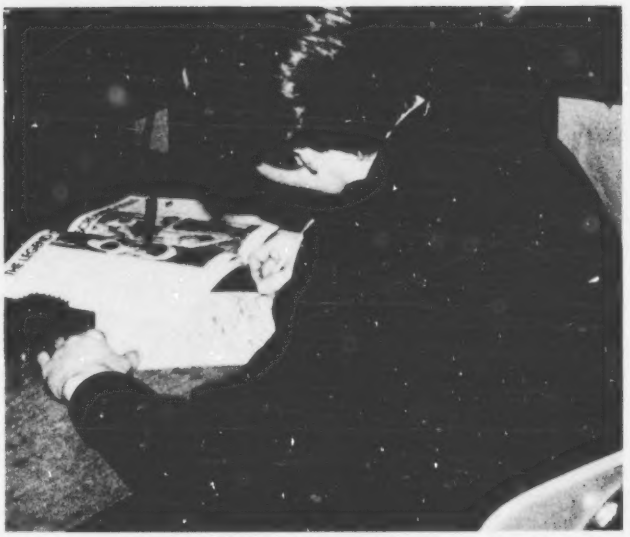
Agency	1980	1981	1982	1983	1984
Ohio Department of Youth Services	746	694	1,065	1,171	1,050
Ohio Department of Rehabilitation and Corrections	545	552	641	488	626
Ohio Veterans' Children's Home	78	94	167	143	157
Totals	**1,369**	**1,340**	**1,873**	**1,802**	**1,833**



As would be expected, most students served through this special Chapter 1 program are older than students in other Chapter 1 classes. The table below reflects the fact that over one-third of them are beyond the typical age for high school enrollment.

1984 Participants

Age Ranges	Participants	Percent
6-12	35	2%
13-17	1,122	61
18-20	676	37
Totals	**1,833**	**100%**



Though the age ranges are different, the top priority for instruction is consistently identified as improvement of basic reading or math skills. In many instances, students receive extra help in both areas.

Instructional Areas by Percent of All Participants

Fiscal Year	Reading	Mathematics
1980	77%	83%
1981	75	66
1982	72	66
1983	73	66
1984	69	50

Expenditure and Staffing Patterns

Historically, over 90 percent of all expenditures go for instructional salaries, fringe benefits, and personal service contracts. Fiscal 1984 was a one-time exception enabling the Ohio Department of Youth Services to upgrade the instructional resources in its seven Chapter 1 centers. Also, the Ohio Department of Rehabilitation and Corrections started a new center at the Southeastern Ohio Training Center near Lancaster.

Expenditures by Function Areas

Function Areas	1980	1981	1982	1983	1984
Salaries, fringe benefits, personal service contracts	94%	93%	94%	95%	83%
Instructional materials, supplies, equipment, supportive services	6	5	2	1	11
Administration	*	2	4	4	6

*Estimated 1-2%, mostly in salaries for 1980.

Expenditures for salaries and related costs are used almost entirely to employ teachers and aides who work directly with students. Employment patterns for fiscal 1984 follow.

Expenditures by Instructional Areas

Instructional Areas	1980	1981	1982	1983	1984
Reading	51%	61%	55%	49%	48%
Mathematics	43	35	40	35	34
Other*	6	4	5	16	18

*Includes tutorial services and language development.

Expenditures can also be categorized by instructional areas. During each of the past five years, from 48 to 61 percent of all available funds were used to improve reading skills. Another 34 to 43 percent of the expenditures were for mathematics instruction.

1984 Staff Positions	Full-Time Equivalent
Teachers/tutors	33
Teacher aides	10
Supervisors/directors	4
Other	1
Total	**48**

Evaluation Procedures

To evaluate academic progress in reading and mathematics, standardized tests were used in the fall and again in the spring. Differences in test scores were reported in normal curve equivalent (NCE) units.

The NCE system of reporting has been used by local educational agencies since 1977 to measure academic gains which can be attributed to extra instruction provided by Chapter 1 and its predecessor, Title I. The same system was used for the first time in 1984 to measure the impact of Chapter 1 instruction on neglected and delinquent children who attend state agency schools.

To interpret the NCE gains reported on page 27, the reader needs to understand the following:

- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- With only regular classroom instruction, students are expected to maintain their own position relative to other students in the class—that is, make no NCE gains.
- With extra Chapter 1 instruction, students are expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant.

Gains in Reading and Mathematics

A total of 1,273 neglected and delinquent students in state agency schools received Chapter 1 reading instruction in fiscal 1984. Because dates of enrollment are often dependent on court orders and paroles or releases, the 273 sets of reading test scores that were generated during the norming dates specified by test manufacturers were used as a sampling group. The average gain for this group was 12 NCEs, five more than the 7 NCEs considered significant.

The same system of testing and reporting is used for evaluating academic progress in mathematics. A total of 920 students were enrolled in Chapter 1 math classes, and 227 sets of test scores were generated for sample purposes. The average gain for this group was 10 NCEs.

Chapter 1 for Neglected and Delinquent Children: Summary of Successes

Most neglected and delinquent youth who are housed or confined in state facilities which operate their own schools desperately need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Chapter 1 funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather than provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Chapter 1 in Ohio. Other highlights include

- **Instruction funded through Chapter 1 supplements instruction provided by the state to all students educated under similar circumstances. A total of 1,833 students in 14 schools participated in fiscal 1984.**
- **Individual students who need extra help with basic reading or mathematics skills are identified, their academic needs assessed, and appropriate instruction provided. In fiscal 1984, a total of 1,273 Chapter 1 participants were enrolled in reading classes and 920 were in math classes.**
- **Evaluation data indicate that students receiving extra reading instruction for six months or more in fiscal 1984 gained an average of 12 NCEs (the normal curve equivalent unit used to measure Chapter 1 progress). Students receiving six months or more of mathematics instruction gained an average of 10 NCEs. (A gain of 7 is considered significant.) To appreciate the significance of these gains, keep in mind that most of these students were convicted felons and had poor or failing grades in previous school settings.**
- **Chapter 1 funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.**

State Leadership

All Chapter 1 funds are channeled through state departments of education. In Ohio, the Division of Federal Assistance administers Chapter 1 programs. One exception is that the Division of Special Education administers the component which provides funds to state agency schools for the handicapped.

A staff of 15 to 18 experienced school administrators and educational consultants provides technical assistance to local school districts and state agencies to ensure the delivery of concentrated and effective instructional services to children.

Major services provided by the Ohio Department of Education to local school districts and to state agency schools include

- Assistance in planning and developing project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, parent involvement, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports.

The principal means by which division staff members provide information about the various programs are office conferences; field services; meetings with local staff and parent advisory councils; state and regional workshops and meetings; and publications, audiovisual presentations, and speaking engagements.

During fiscal 1984, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a statewide conference for program administrators, Chapter 1 teachers, and parents; a meeting for new Chapter 1 coordinators; several meetings for federal program directors from large districts; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Guidelines for Chapter 1 require the state educational agency to disseminate pertinent information. The Division of Federal Assistance distributes printed information about guidelines, application procedures, and a variety of promising educational practices.

State publications for fiscal 1984 included the preceding edition of *Chapter One in Ohio* and *The Clipboard*, a periodic report about the various programs administered by the Division of Federal Assistance.

Franklin B. Walker
Superintendent of Public Instruction

R. A. Horn, Assistant Superintendent of Public Instruction

Ten Chapter 1 programs which typify excellence were honored at the division's 1984 spring conference. Shown here with their plaque are Cleveland staff and parents who attended the awards banquet.

Arlie Cox, Director
Division of Federal Assistance

Chapter 1/Title I in Ohio

Five-Year Financial Summary

Grant Awards

Program	1980	1981	1982	1983	1984
Basic	$84,609,916	$83,244,360	$80,281,200	$82,548,584	$ 94,241,680
Migrant	1,712,154	1,712,154	1,712,154	1,455,331	1,338,887
Handicapped	7,331,154	6,993,862	7,019,155	6,825,058	5,503,181
Neglected & delinquent	1,370,301	1,244,522	1,226,168	1,006,212	1,527,485
Totals	**$95,023,525**	**$93,194,898**	**$90,238,677**	**$91,835,185**	**$102,611,233**

Five-Year Human Impact Summary

Number of Students Receiving Extra Instruction

Programs	1980	1981	1982	1983	1984
Basic	146,155	144,629	126,926	120,035	132,793
Migrant	3,203	2,860	3,240	3,190	2,944
Handicapped	6,731	5,885	4,766	5,128	4,310
Neglected & delinquent	1,369	1,340	1,873	1,802	1,833
Totals	**157,458**	**154,714**	**136,805**	**130,155**	**141,880**

PUBLICATION CREDITS

Ohio Department of Education
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Carl Evans, Evaluator
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Public school systems of Akron, Berea, Cincinnati, Cleveland, Columbus, Dublin, Findlay, Fremont, Heath, Huber Heights, Marlington, Northwest (Hamilton County), Norwood, Pike-Delta-York, Warren City; state agency schools operated by Delaware and Marion county boards of MR/DD, Lebanon Correctional Institution, Ohio Department of Youth Services; Ohio Department of Education.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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Total copies printed: 7,500
Unit cost: $.8755
Publication date: 4/85
(Includes paper costs)